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ABSTRACT

This document is a summary of a questionnaire that was sent to all teacher education institutions in Oklahoma asking them to report their current program of teacher education. The study shows what courses are offered by the different teacher training institutions, the number of hours of each of the courses, and the total number of hours for each education program. It also shows the status of field experience components for each course. Results of the survey are briefly analyzed. A table of required courses and the institutions emphasizing them is appended. Also appended is a sample of the questionnaire and a list of institutions that were sent the questionnaire. (Author/JD)

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THE STRUCTURES OF SECONDARY TEACHER EDUCATION PROGRAMS IN THE STATE OF OKLAHOMA

by

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SP 013 742

ABSTRACT

This study is a summary of a questionnaire that was sent to all teacher education institutions in Oklahoma asking them to report their current program of teacher education.

Of the seventeen questionnaires that were sent out, sixteen were returned--94 percent. This study shows what courses are offered by the different teacher training institutions, the number of hours of each of the courses, and the total number of hours for each education program. It also shows the status of field experience components for each course.

The conclusion section of the study holds several interesting points. One of these points is that teacher education institution course hour requirements may vary as much as 50 percent.

THE STRUCTURES OF TEACHER EDUCATION PROGRAMS IN OKLAHOMA

Overview

This survey was made to help determine course offerings, semester-hour requirements, and field-experience components contained in teacher education programs within higher education institutions of Oklahoma. Institutional representatives were asked to express an interest in whether they desired modification in their teacher education programs, and if so, to indicate those changes they thought should be made. It was hoped that the results of the survey would yield information which might serve as a point of reference for OBU in its attempts to modify its own teacher education program.

To gain the information needed, questionnaires were sent to Deans of Education and departmental chairmen in other colleges and universities in Oklahoma requesting feedback about their teacher education programs. (A copy of the questionnaire is attached as Exhibit A.) Of the seventeen questionnaires sent, sixteen (94%) were returned. (A list of the institutions which were sent questionnaires is attached as Exhibit B. Raw data received from the institutions reporting are shown by Table 1.)

An attempt was made to group courses by title and subject and to categorize them appropriately.

Findings of the Study

1. *Most institutions begin their teacher education programs with a course which addresses the social foundations of education. This course is known by various titles, i.e., Introduction to Teaching, Introduction to Education, School in American Society, etc. Most institutions provide a field-experience component as a part of the course or offer a separate laboratory/field experience to accompany the introductory course. Most institutions either require or recommend that students complete a minimum of thirty semester-hours of collegiate work before the introductory course is taken. A majority of the institutions require the introductory course be taken as a prerequisite to all other education courses. Additional credit is required in the social*

foundations area by some institutions. The added credit is usually offered in the courses Philosophy of Education or History and Philosophy of Education. There is usually no field experience associated with these courses.

2. Most institutions include a psychology component, i.e., one course in Educational Psychology and one in Adolescent Psychology, or one course in Human Growth and Development. A few institutions, however, mix their models in other ways. Most of the psychology courses do not contain field-experience components.

3. Virtually all of the institutions offer a course in Teaching the Exceptional Child. (One institutional representative did not include this requirement in his report of the institution's curriculum.) Most of the courses concerning exceptionalities do not require a field-experience component.

4. Approximately one-half of the institutions reporting offer a course in media and technology. Most institutions do not require a field-experience component.

5. All of the institutions offer at least one course in Curriculum and Instruction, or Methods of Instruction, in secondary schools; some divide the work in this area into two courses, a general methods course and a special methods course. Approximately one-half of the institutions include a field-experience component in this course.

6. Most institutions require a course in the area of Educational Test and Measurements or in Learning, Measurement and Evaluation. Most of these courses do not require a field-experience component.

7. Approximately one-fourth of the institutions require a student-teaching seminar separated from student teaching. The seminars require a field-experience component.

8. All institutions reporting require a course in student teaching. Student teaching varies in credit-hour requirements from six hours to twelve hours.

9. Credit hours that are required for teacher education programs in reporting institutions range from 21 hours (state minimum) to 30-32 hours. The average number (mean) of credit hours required in teacher education programs is 26.

10. The question asked in the questionnaire "Do you believe that teacher education programs should be expanded?" yielded the following response:

Yes - 8
Maybe - 2
Not at undergraduate level - 1
No - 3

Apparently some respondents were not sure of the meaning of the question as stated and did not respond, or did not have an opinion.

Conclusions of the Study

1. The courses offered in teacher education programs in the state are similar in title and sequence. The general programs follow the state requirements very closely.

2. Innovative or special courses are few in number.

3. The total number of credit hours required in teacher education programs vary a great deal within the state. In some cases the number of hours vary as much as 50%, from a minimum of 21 hours to as many as 30-32 hours. If one assumes the number of hours assigned to a course strongly correlates to effectiveness of instruction, then a case might be made for differences in quality in teacher education programs across the state.

4. The first course in teacher education programs should be restricted to those who have completed some prior college work. The practice most commonly followed showed the entry level at the sophomore year.

5. Field-experience components of teacher education programs have not been placed into all courses in teacher education; they are most often placed near the

beginning and culminating stages of the education program.

6. Most institutions reported a belief that teacher education programs should be expanded or modified in some way. Reference was made to the State Task Force on Certification.

Summary

It seems clear that teacher education programs in Oklahoma are similar in content but possibly different in quality. In some cases, the amounts of time required for instruction differs as much as 50% between institutions.

It also seems clear that there is a need for more innovative programs in Oklahoma's teacher education programs. This assumption may be supported by institutions reporting a desire for change in teacher education programs.

The field experience components in the teacher education programs should be evaluated carefully. If field experiences are valuable, perhaps they should be expanded to all courses; if not valuable, perhaps a reduction is in order.

TABLE I

Courses	Introduction to Teaching	Introduction to Education	Introduction to Education (lab/field experience)	School in American Society Culture or Sociological Found.	Philosophy or History and Philosophy of Education
Number of Institutions Offering This Course	6	5	4	4	4
* Prerequisite (Yes or No)	Yes	Yes	Yes	Yes	Yes
Credit hours	2-3	1-4	1-3	3	3
Field Experience (Yes or No)	Yes - 4 No - 2	Yes - 4 No - 1	Yes 4	Yes -2 No -2	Yes - 1 No - 3

* Of these institutions reporting, eight required a minimum of 30 hours or sophomore standing to take the beginning cours in Education. One required a minimum of 15 hours. Four other institutions expected or recommended the 30 hour or advanced standing, and three had no requirement.

Courses	Educational Psychology	Adolescent Psychology	Human Growth & Learning	Exceptional Child	Media & Technology in Education (Audio-Visual Education)	Curriculum and Instruction or Methods of Instruction in Secondary Schools
Number of Institutions Offering This Course	10	9	6	15	8	** 17
Prerequisites	Yes	Yes	Yes	Yes	Yes	Yes
Credit hours	2-3	2-3	3-4	2-3	*** 1-3	2-5
Field Experience	Yes - 3 No - 6 * NR - 1	Yes - 2 No - 6 * NR - 1	Yes - 4 No - 2	Yes - 5 No - 10	Yes - 1 No - 6 *NR - 1	Yes - 9 No - 8

** Some institutions reporting divided this area into two courses -- a general methods course and a special methods course.

** One institution required only proficiency -- no credit given.

* Not Reported

Courses	Educational Test and Measurement	Learning Measurement and Evaluation	Seminar for Student Teaching	Student Teaching
Number of Institutions Offering This Course	6	5	4	17
Prerequisites	Yes	Yes	Yes	Yes
Credit hours	2-3	1-3	1-3	6-12
Field Experience	Yes - 1 No - 5	Yes - 1 No - 4	Yes - 4	Yes - 17

Two other courses were offered but not placed in categories:

1) *Professional Decision Making - 2 hours*

2) *Human Relations/Behavior Management - credit hours not reported*

Minimum number of hours required that were reported:

1. 21
2. 25
3. 25
4. 31
5. 23
6. 24
7. 28
8. 26
9. 28
10. 24
11. 30-32

Low - 21 hours

Average - 26 hours

High - 32 hours

Questionnaire

Would you please list in sequence the required education courses and their credit hours for your secondary education students.

Sample Program	Field Experience required in this course	
	Yes	No
1. Foundations of Education - 4 hrs.	X	
2. Human Growth & Development - 2 hrs.	X	
3. Education of the Exceptional Child - 2 hrs.		X
4. Learning and Measurement - 4 hrs.		X
5. Secondary Methods - 4 hrs.	X	
6. Student Teaching - 8 hrs.	X	

Please list your Courses/Hours	Field Experience required	
	Yes	No
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		

1. Is your Foundations course enrollment restricted in regard to class standing (Sophomore, Junior, etc.) or is there a credit hour restriction (e.g. minimum of completion of 30 hours, etc.)?

2. Is your foundations course a prerequisite for all other education courses?

3. Do you require a general psychology course for all teacher education majors/certificate candidates?

4. Do you require an educational psychology course(s) for all teacher education majors/certificate candidates?

5. Do you believe that teacher education programs should be expanded? (If Yes, please describe in the remarks section.)

REMARKS:

Please check the box if you would like to have feedback on the information received from this questionnaire. ☐

EXHIBIT B

LIST OF INSTITUTIONS THAT WERE SENT A QUESTIONNAIRE

Bethany Nazarene College
Bethany 73008

Cameron University
Lawton 73501

Central State University
Edmond 73034

East Central Oklahoma State University
Ada 74820

Langston University
Langston 73050

Northeastern Oklahoma State University
Tahlequah 74467

Northwestern Oklahoma State University
Alva 73717

Oklahoma Baptist University
Shawnee 74801

Oklahoma Christian College
Oklahoma City 73111

Oklahoma Panhandle State University
Goodwell 73939

Oklahoma State University
Stillwater 74078

Oral Roberts University
Tulsa 74136

Phillips University
Enid 73701

Southeastern Oklahoma State University
Durant 74701

Southwestern Oklahoma State University
Weatherford 73096

University of Oklahoma
Norman 73069

University of Science and Arts of Oklahoma
Chickasha 73018

The University of Tulsa
Tulsa 74104